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ABSTRACT

This report discusses findings from a study that examined the inclusiveness of state standards for students with disabilities. Specifically, the study investigated the extent to which individuals who know students with disabilities were involved in the development process, the extent to which students with disabilities were identified as being a target group of students for the standards, and the extent to which the standards represent broad domains of learning. These analyses revealed that while most states indicate that their standards are for "all" students, only 13 states specifically state that "all" includes students with disabilities. Furthermore, rarely were individuals knowledgeable about students with disabilities involved in the development of standards. Only eight states indicated specifically that these individuals were included in standards development. Finally, state standards covered many areas beyond academics; however, states almost exclusively focused their assessments on academics. Recommendations are presented and include: (1) standards should apply to all students, including those with disabilities and standards documents should clearly state that this is so; (2) accommodations should be provided to allow students who need them to reach standards; and (3) special educators should be involved in standards development. Appendices include relevant data charts. (Contains 18 references.) (Author/CR)

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Technical Report 19

ED 425 589

An Analysis of Inclusion of Students with Disabilities in State Standards Documents

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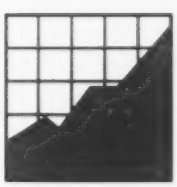

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

In collaboration with:

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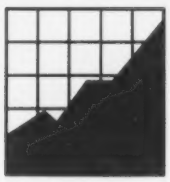
Technical Report 19

An Analysis of Inclusion of Students with Disabilities in State Standards Documents

Martha Thurlow • James Ysseldyke • Sarah Gutman • Kristin Geenen

January, 1998



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Executive Summary

State standards continue to flourish as emphasis is placed on the need to identify what students should know and be able to do as a result of their educational experiences. Nearly every state now has some type of standards in place or in development. While there has been considerable rhetoric about these being standards for all students, the extent to which this is the case has not previously been analyzed.

Three types of analyses were carried out to explore the inclusiveness of state standards for students with disabilities. Specifically, we looked at (1) the extent to which individuals who know students with disabilities were involved in the development process, (2) the extent to which students with disabilities were identified as being a target group of students for the standards, and (3) the extent to which the standards represent broad domains of learning.

These analyses revealed that while most states indicate that their standards are for "all" students, only 13 states specifically state that "all" includes students with disabilities. Furthermore, those involved in the development of standards rarely were individuals who know students with disabilities. Only eight states indicated specifically that these individuals were included in standards development. Finally, state standards were quite comprehensive, covering many areas beyond academics. Of course, this says nothing about accountability for these standards; states almost exclusively focus their assessments on academics.

Among the recommendations that are supported by this research are the following:

- Standards should apply to all students, including those with disabilities, and standards documents should clearly state that this is so.
- Accommodations should be provided to allow students who need them to reach standards.
- Special educators should be involved in standards development.

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State Standards

In 1990, with the passage of the *Goals 2000: Educate America Act*, President Bush and governors from across the nation defined six National Education Goals for the year 2000. These goals, along with two others adopted by Congress in 1994, led the way for standards-based education reform throughout the United States. Goals 2000 legislation has provided funding for states to develop state goals and standards in all academic areas using the National Education Goals as a guide. At the same time or earlier, professional groups such as the National Council of Teachers of Mathematics (NCTM) were writing or producing national content standards in a number of subject areas. Currently, national standards have been developed or are being developed in mathematics, the arts, civics, economics, English, foreign language, geography, history, physical education, science, and social studies (Geenen, Scott, Schaefer, Thurlow, & Ysseldyke, 1995). These national standards have influenced standards development in many of the states (Geenen, Thurlow, & Ysseldyke, 1995). Even as the national standards fell into disfavor because of their potential link to a national curriculum (Business Roundtable, 1996), 48 states have identified state standards of what students should know and be able to do as a result of their educational experiences (AFT, 1996).

The process of developing state standards is long and complex. It encompasses decisions about what level students should be expected to achieve as well as decisions about which topics are most important for students to learn. Many states have turned to national standards for guidance in these areas, but opinions are mixed about the place of national standards in state education systems. A recent survey by the Association for Supervision and Curriculum Development (Association for Supervision and Curriculum Development, 1997) asked respondents (most of whom were ASCD members) what they thought about national standards. While 85% agreed that national standards are a "good idea," their opinions about how these standards should be used tended to differ. Only 29% believed the standards should be followed closely in local curriculum development, half believed they should be adapted to encompass local needs or concerns, and 21% thought that they should be used as only one of many resources. Even though national standards provide useful information about what students should know and be able to do at different grade levels, some people feel uncomfortable relying solely on national standards to shape instruction for students across the country.

In addition to national standards documents, creators of state standards documents sometimes look to business leaders for direction. Since businesses will be receiving students after graduation, their input can be valuable in determining what skills students should learn while they are in school. The Business Roundtable, an association of chief executive officers that addresses public policy issues affecting the economy, created a guide for business leaders who want to get involved in the standards setting process (Business Roundtable, 1996). This document suggests that

standards should reflect the academic skills and knowledge that students will need once they are in the work force. Also, business leaders as well as the general public should be involved in the writing and reviewing of state standards. The Business Roundtable noted that standards should be tied to effective assessments, and that they should be comparable to or higher than standards from other nations. Although these recommendations are aimed at getting business leaders more involved in standards development and reform, they are also helpful guidelines for anyone involved in standards writing.

A second guide to standards development put out by the Education Commission of the States (ECS, 1996) is aimed at state policymakers who are directly involved in standards setting. Similar to the Business Roundtable, ECS suggested involving the public as well as teachers in standards development. Allowing plenty of time for development, collaborating with policymakers from other states, and developing an accountability system to keep the public informed about student progress also were recommended. Another important idea was that standards should apply to all students rather than only those with high academic achievement.

Similar guidelines were produced to address standards that already have been developed and published. The American Federation of Teachers (AFT, 1996) reviewed standards documents from the 48 states that have them. AFT used the following five qualifications:

(1) Standards must define *in every grade or at designated grade-level benchmarks* the common content and skills students should learn in each subject.

(2) Standards must be *detailed and comprehensive* enough to lead to a common core curriculum.

(3) Standards must be *firmly rooted in the content* of the subject area.

(4) Standards must be *clear and explicit* about the content all students are expected to learn.

(5) Standards that are organized on a course-by-course basis in high school *must define which courses all students are expected to take.*

In their review of state standards, the AFT found that states generally have a strong commitment to standards-based reform. Still, while most states have strong standards in one or more subject area, few had them in all of the core academic areas. AFT noted that only 15 states have standards in math, science, English and social studies that it considered to be "clear, specific, and well grounded in content." AFT suggested that states use their own strong standards as well as exemplary standards from other states as guides for creating quality standards in all core areas. AFT also found that most states (42) have or are in the process of developing assessments that align with state standards; however less than half require or plan to require students to pass high school graduation exams that are linked to state standards.

One issue that often is ignored in the literature concerning standards, as well as standards documents themselves, is the inclusion of students with disabilities. When a document outlines what students should know and be able to do at certain points in their education, expectations for students with disabilities are often unclear. Even when the documents state that "all" students are expected to reach the standards, many do not specifically state that students with disabilities are included.

It is also often the case that special educators are not included in the standards development process. A recent study of 18 states by the Center for Policy Research (1996) on the Impact of General and Special Education Reform found that in most states, special educators had not played a major role in developing standards. The study found that "special educators' roles (if any) have usually been limited to reviewing documents that have been prepared by others" (p. 19). This suggests that even when standards are meant to apply to all students, they are not necessarily written with all students (including those with disabilities) in mind. The Center recommended that special educators be included in the standards development process so that all students are fairly represented, and the needs of all students are adequately addressed in state standards.

The inclusion of students with disabilities in state standards and the participation of special educators in standards development are two topics of significant importance to the development of standards for all students. Up until now, there has not been a comprehensive study about how states are dealing with these issues. In the present study, we reviewed the standards documents for all grades and subjects in order to answer three basic questions: (1) Were special educators involved in the development of the standards? (2) How were students with disabilities included in the standards? and (3) What was the breadth of educational outcomes covered in the standards?

Method

Obtaining State Documents

Throughout the process of collecting and reviewing state education standards documents, we did our best to obtain the most up-to-date information from all states. When this project began, NCEO already had many standards documents on file as a result of its ongoing effort to keep current information from all states. A second resource for identifying standards was the Putnam Valley Schools internet site on Developing Educational Standards (http://putwest.boces.org/Standards.html). This site contains links to those states that have published standards on the internet. For many states, we were able to download and print the standards and add them to our files. Two additional sources were also helpful in determining whether our documents were both the most recent, and also the ones that states considered to be their official standards. The

sources were "Struggling for Standards" ("Setting the Standards from State to State," 1995), and *Standards and Assessment Development in the Great City Schools* (Council of the Great City Schools, 1996). Both documents give state-by-state listings of current standards documents as well as names of people to contact for more information. Using these documents, we were able to contact the states for which we did not have standards on file, and request copies of their current standards.

One problem we faced while collecting standards documents was that new documents were constantly being created since many states were in the process of restructuring or revising their standards. In this review, we include only those standards or standards drafts that were complete at the time we collected the information. A complete listing of documents that we reviewed, arranged by state, is provided in Appendix A.

Review of Documents

Once we obtained standards documents from all states, we were able to review them and determine three things: whether special educators were involved in the development process, whether students with disabilities are included in and held to the standards, and the breadth of the standards. The review process began with several meetings of three researchers to determine what criteria would be used when reviewing standards documents in the three areas of focus.

Involvement of special educators. In order to determine whether special educators were involved in standards development, we looked for lists of authors in each subject area. We then looked for titles indicating involvement with special education such as "special education teacher" or "resource teacher." We also looked for affiliations with special education organizations. Participation of special educators was recorded only if titles or affiliations were specifically noted in the list of authors.

Inclusion of students with disabilities. The second component of the review focused on the extent to which students with disabilities are held to state standards. Documents covering each subject area from each of the states were divided into six categories:

1. *Separate standards for separate groups of students.* The state has created separate standards for students with disabilities.

2. *Some proportion of students are expected to achieve the standard.* The standards document specifically states that some students (usually those with disabilities) are not required to meet the state standards.

3. *"All" students are expected to meet state standards.* The standards document states that

"all" students are required to meet standards. It does not specify whether students with disabilities are included.

4. *"All" students specifically includes students with disabilities.* The document clarifies what is meant by "all" and states that students with disabilities are included.

5. *"All" students specifically includes students with disabilities and calls for instructional/curricular accommodations.* The document states that accommodations must be made to ensure that all students can meet the standards. Some states may also give examples of possible accommodations.

6. *No mention.* The document gives no indication of which students are held to the state standards.

Breadth of standards. The NCEO outcomes model was used to structure this analysis. We noted which of the eight NCEO outcome domains were addressed in the standards documents for each subject area from each state. NCEO developed the domains to describe what the outcomes of education should be for "all" students, including those with disabilities. More detailed information about the outcome domains is available in NCEO's Outcomes and Indicators Series documents (e.g., Ysseldyke, Thurlow, & Erickson, 1994a, 1994b; Ysseldyke, Thurlow, & Gilman, 1993a, 1993b, 1993c, 1993d). The outcome domains include:

Presence and Participation. Students are both physically present and actively participating in activities in school and in the community.

Accommodation and Adaptation. Students are able to access and use appropriate accommodations or adaptations in order to achieve the standards. Parents should also be active participants and supporters in the educational system.

Physical Health. Students are able to make healthy lifestyle choices; are aware of basic safety, fitness, and health care needs; and are physically fit.

Responsibility and Independence. Students are able to be responsible in a variety of situations. They are able to accomplish tasks independently, and can get about in the environment on their own.

Contribution and Citizenship. Students comply with school and community rules, and are active and responsible citizens.

Academic and Functional Literacy. Students demonstrate competence in academic and non-academic areas.

Personal and Social Adjustment. Students demonstrate socially acceptable and healthy behaviors, attitudes, and knowledge regarding mental well-being. They have good self images and can also get along with other people.

Satisfaction. Students, parents, and community members are satisfied with the education that students are receiving in school.

Analysis of Documents

One researcher reviewed documents from each subject area in each state. Participation of special educators in standards development, inclusion of students with disabilities in the standards documents, and applications of NCEO outcome domains were recorded. Pertinent information from the documents was quoted in the initial analysis to allow a second reviewer to give input about the accuracy of the review. The second reviewer also looked at standards documents from three states to confirm the analyses of the first reviewer. Results were summarized to identify general trends in the state standards documents.

Findings

Education standards from 47 states were reviewed. These were from all states except California, Iowa, and Wyoming. Iowa and Wyoming do not publish any type of statewide standards; individual districts are encouraged to develop local standards. California has developed curriculum frameworks describing the information that should be covered in each subject area, but do not list specific standards that students are expected to meet. We therefore did not include California in the study, although the previously cited American Federation of Teachers study (AFT, 1996) did include California. This accounts for the discrepancy between the AFT total of 48 states and the NCEO total of 47 states.

A comprehensive state-by-state list of all standards documents included in this review is provided in Appendix A. Further information about each of these documents is reported in the table in Appendix B, which covers the inclusion of students with disabilities in the document and the involvement of special educators in standards development, and in Appendix C, which covers the breadth of standards across NCEO outcome domains. Information from each state in the Appendix B and Appendix C tables is condensed across documents in the body of this report.

Table 1. Involvement of Special Educators in State Standards Development

Involvement of Special Educators in State Standards Development					
	YES[a]	NO[b]		YES[a]	NO[b]
Alabama	X		Nebraska		X
Alaska		X	Nevada		X
Arizona		X	New Hampshire		X
Arkansas		X	New Jersey		X
Colorado	X		New Mexico		X
Connecticut		X	New York		X
Delaware	X		North Carolina		X
Florida		X	North Dakota		X
Georgia		X	Ohio	X	
Hawaii		X	Oklahoma		X
Idaho		X	Oregon		X
Illinois		X	Pennsylvania		X
Indiana		X	Rhode Island	X	
Kansas		X	South Carolina		X
Kentucky		X	South Dakota		X
Louisiana		X	Tennessee		X
Maine	X		Texas		X
Maryland		X	Utah		X
Massachusetts	X		Vermont		X
Michigan	X		Virginia		X
Minnesota		X	Washington		X
Mississippi		X	West Virginia		X
Missouri		X	Wisconsin		X
Montana		X	**TOTAL**	**8**	**39**

[a] Yes = Special educators were clearly listed as standards developers in at least one document.

[b] No = Special educators were not listed in any of the documents, or it was not clear whether they contributed.

Involvement of Special Educators

Few states reported that special educators were involved in the standards writing process. Only 8 of the 47 states (17%) listed special educators as standards developers (see Table 1). This small number must be interpreted with some caution because states often either did not list authors, or did not list authors' titles or affiliations in their standards documents.

Inclusion of Students with Disabilities

States differed greatly in how they specified whether students with disabilities would be held to the standards. It is difficult to report this information, however, for a variety of reasons. Most

states had numerous documents covering different subject areas or different types of skills. These documents are usually written by independent groups of authors who presented the standards in different ways. It was not uncommon for a state to include students with disabilities in the standards documents for several subject areas, and never mention them in other documents. A comprehensive summary of all standards documents and how they dealt with students with disabilities is shown in Appendix B. This information is summarized in Figure 1 and Table 2, which present states' inclusion of students with disabilities in standards documents on the basis of whether at least one academic area (English, math, social studies, or science) falls into one of four categories: *no mention* (there is no mention of students with disabilities in the document), *"all" students* (the document states that "all" students are expected to meet the standards, but does not specify whether it includes students with disabilities), *includes students with disabilities* (the document states that "all" students includes students with disabilities), and *calls for accommodations* ("all" students includes students with disabilities and the document calls for accommodations). For Figure 1 and Table 2, states were given credit for credited the most inclusive level (where "no mention" is least inclusive and "calls for accommodations" is most inclusive)

Of the 47 states with standards, 11 (23.4%) did not mention students with disabilities in any of their core subject area documents. Twenty-three states (48.9%) referred to "all" students in at

Figure 1. Inclusion of Students with Disabilities in State Standards Documents

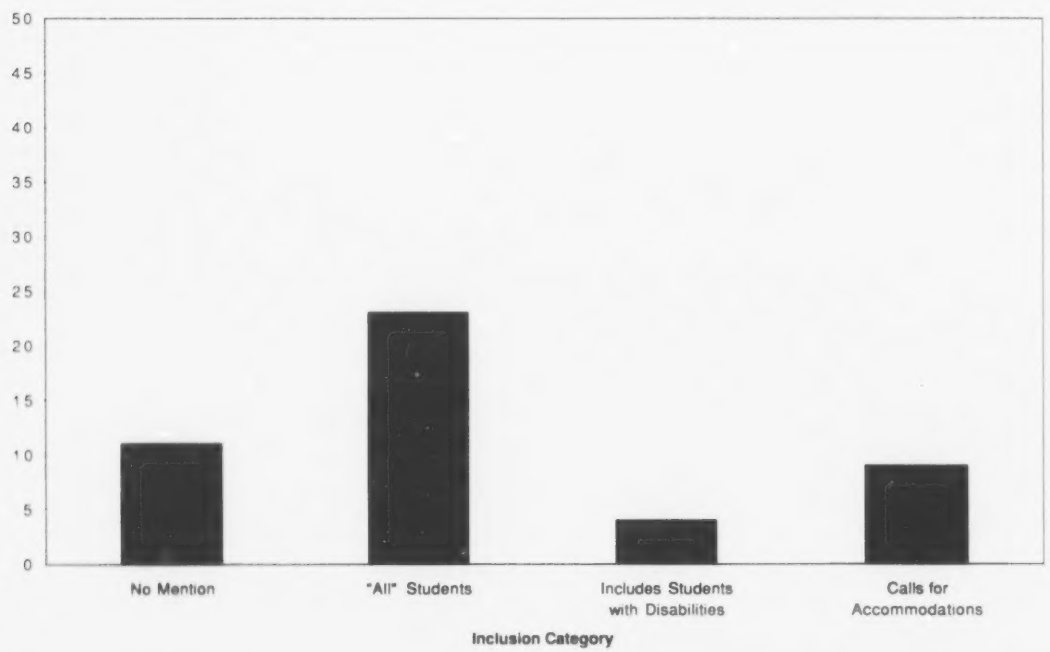


Table 2. Inclusion of Students with Disabilities in State Standards Documents

States	No mention	"All" students	"All" students includes students with disabilities	Includes students with disabilities and calls for accommodations
Alabama		X		
Alaska	X			
Arizona	X			
Arkansas		X		
Colorado		X		
Connecticut	X			
Delaware				X
Florida	X			
Georgia		X		
Hawaii	X			
Idaho				X
Illinois	X			
Indiana		X		
Kansas		X		
Kentucky	X			
Louisiana		X		
Maine				X
Maryland	X			
Massachusetts				X
Michigan			X	
Minnesota		X		
Mississippi		X		
Missouri		X		
Montana	X			
Nebraska		X		
Nevada		X		
New Hampshire	X			
New Jersey			X	
New Mexico		X		
New York				X
North Carolina				X
North Dakota			X	
Ohio		X		
Oklahoma		X		
Oregon		X		
Pennsylvania				X
Rhode Island				X
South Carolina		X		
South Dakota		X		
Tennessee		X		
Texas	X			
Utah				X
Vermont		X		
Virginia		X		
Washington			X	
West Virginia		X		
Wisconsin		X		
TOTAL	**11** **23.4%**	**23** **48.9%**	**4** **8.5%**	**9** **19.1%**

least one of the core subject areas, but did not specifically state that students with disabilities were included. For example, Minnesota's *Profile of Learning* stated that the standards "provide consistent and high expectations for all students by detailing what a student should know and be able to do to be highly successful in each subject area" (no page number). Four states (8.5%) specified that "all students" includes students with disabilities, as in *New Jersey's Core Curriculum Content Standards*, which stated that "The term all students includes students who are college-bound, career-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds" (no page number). Nine states (19.1%) specified that students with disabilities are included and also called for accommodations to allow all students the opportunity to reach standards.

One example of the last type of inclusion statement can be found in New York's *Learning Standards* (1996). They stated that:

> The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions...Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities. (no page number)

Similarly, Colorado's *Model Content Standards* (1995) state that:

> 'ALL STUDENTS' means students from the broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, and cultural backgrounds, students with disabilities, students with limited English proficiency, and academically talented students. (no page number)

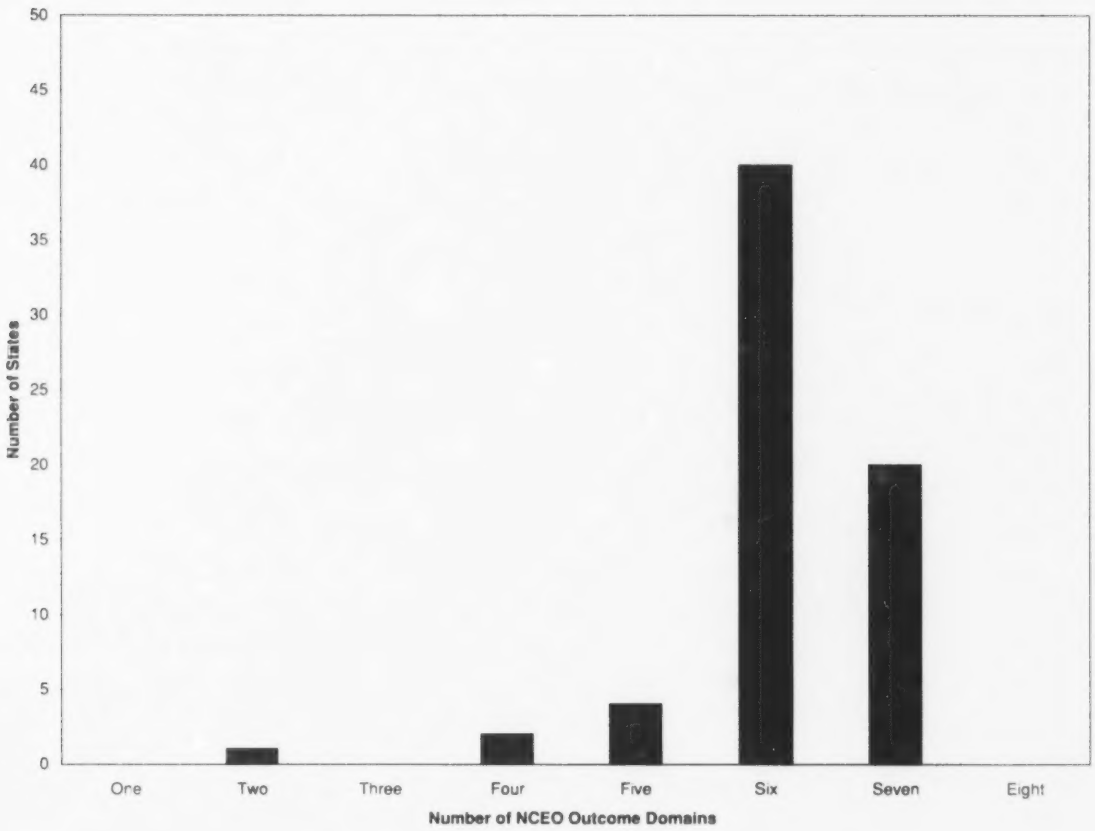
This document also contains a section about adaptations, accommodations, and modifications for students with disabilities.

Other states were much less clear about which students are expected to meet the standards. The Nevada *Elementary Course of Study* (1984) stated that it "establishes standards for schools in Nevada to ensure a quality education for every child in the state." It then goes on to say that it "sets standards of achievement for the average child" (p. 1). We thus do not know whether standards are meant for all students or only those who are "average."

Breadth of Standards

Representation of NCEO outcome domains in standards documents also differed from state to

Figure 2. Coverage of NCEO Outcome Domains



state. The eight outcome domains include: (1) Presence and Participation, (2) Accommodation and Adaptation, (3) Physical Health, (4) Responsibility and Independence, (5) Contribution and Citizenship, (6) Academic and Functional Literacy, (7) Personal and Social Adjustment, and (8) Satisfaction. Although no states covered all eight domains in their standards documents, 85% (40 states) covered at least six domains (see Figure 2). Not surprisingly, all 47 states had standards covering Academic and Functional Literacy (see Table 3 and Figure 3). There was also strong coverage of Personal and Social Adjustment (45 states), Contribution and Citizenship (45 states), Responsibility and Independence (44 states), and Presence and Participation (43 states). The Physical Health domain was covered in 40 states, while the Accommodation and Adaptation and Satisfaction domains had relatively low coverage (23 states and 2 states, respectively).

States organized standards from the various domains in a number of ways. The Academic and Functional Literacy standards usually fit nicely into sections based on subject area. States differed

Table 3. NCEO Outcomes Domains Reflected in States' Standards

States	Presence & Participation	Accommodation & Adaptation	Physical Health	Responsibility & Independence	Contribution & Citizenship	Academic & Functional Literacy	Personal & Social Adjustment	Satisfaction
Alabama	X	X	X	X	X	X	X	
Alaska	X		X	X	X	X	X	
Arizona	X	X	X	X	X	X	X	
Arkansas	X			X	X	X		
Colorado	X	X	X	X	X	X	X	
Connecticut	X		X	X	X	X	X	
Delaware	X			X	X	X	X	
Florida		X	X		X	X	X	
Georgia	X	X	X	X	X	X	X	
Hawaii	X	X	X	X	X	X	X	
Idaho	X		X	X	X	X	X	
Illinois			X			X		
Indiana	X		X	X	X	X	X	
Kansas	X		X	X	X	X	X	X
Kentucky	X	X	X	X	X	X	X	
Louisiana	X	X		X	X	X	X	
Maine	X	X	X	X	X	X	X	
Maryland				X	X	X	X	
Massachusetts	X	X	X	X	X	X	X	
Michigan	X	X	X	X	X	X	X	
Minnesota	X		X	X	X	X	X	
Mississippi	X		X	X	X	X	X	
Missouri	X		X	X	X	X	X	
Montana	X	X	X	X	X	X	X	
Nebraska	X		X	X	X	X	X	
Nevada	X		X	X	X	X	X	
New Hampshire	X		X	X	X	X	X	
New Jersey	X	X	X	X	X	X	X	
New Mexico	X	X	X	X	X	X	X	
New York	X		X	X	X	X	X	
North Carolina	X		X	X	X	X	X	
North Dakota	X	X	X	X	X	X	X	
Ohio	X	X		X	X	X	X	
Oklahoma	X	X	X	X	X	X	X	
Oregon	X	X	X	X	X	X	X	
Pennsylvania		X		X		X	X	
Rhode Island	X	X	X	X	X	X	X	
South Carolina	X				X	X	X	X
South Dakota	X		X	X	X	X	X	
Tennessee	X		X	X	X	X	X	
Texas	X		X	X	X	X	X	
Utah	X		X	X	X	X	X	
Vermont	X	X	X	X	X	X	X	
Virginia	X		X	X	X	X	X	
Washington	X		X	X	X	X	X	
West Virginia	X	X	X	X	X	X	X	
Wisconsin	X	X	X	X	X	X	X	
TOTAL	43	23	40	44	45	47	45	2

Note: An X indicates that at least one document contains standards in the outcome domain.

more in how they dealt with non-academic outcomes. Some avoided them all together, and others integrated the non-academic and academic standards within each subject area. Still others developed separate sets of non-academic standards meant to apply to all subject areas. For example, the *Kansas Quality Performance Accreditation* (1995) was designed with the idea that students "must have skills such as learning to learn, communicating, complex thinking, problem solving, goal setting, teamwork, and organizational effectiveness, in addition to the traditional essential skills, if they are to be the superior learners we need for Kansas" (p. 4).

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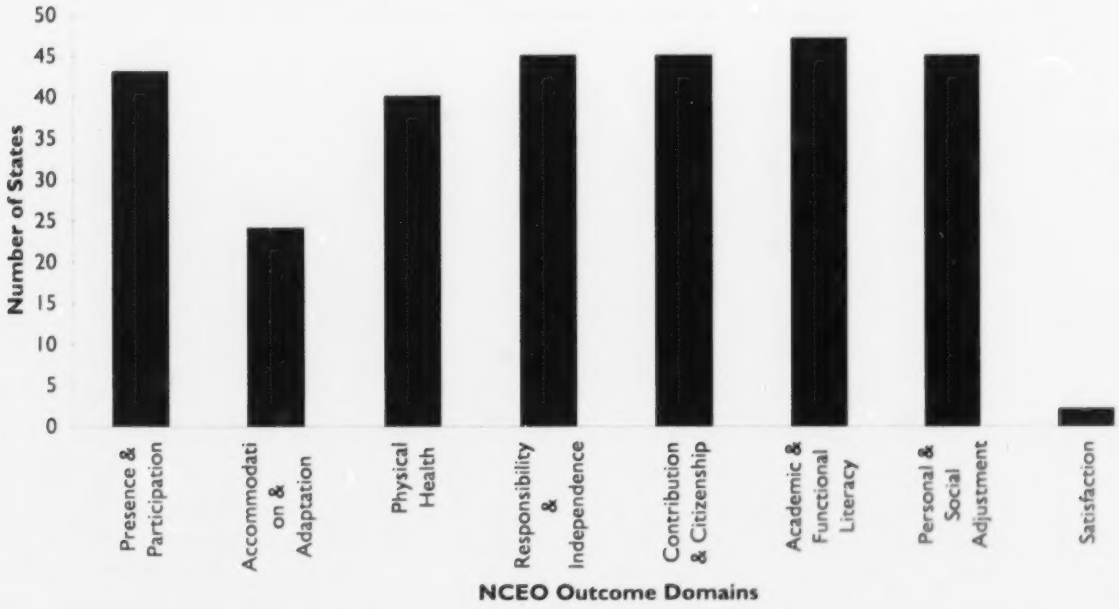
Figure 3. Numbers of States with Standards Reflecting NCEO Outcomes Domains



Discussion

The standards documents we reviewed varied greatly in terms of size, format, and style. Some presented standards considered mandatory for all districts and classrooms, while others were only suggested guidelines to be used on a voluntary basis. Some states had a single, relatively thin document that contained standards for all subject areas. Others had separate books for standards in each subject area. Some documents were divided by grade, and others included standards for all grades together. States also differed in how they organized standards, and what topics they included. Some were incredibly detailed while others were more general. Even within a single state, standards sometimes varied considerably from subject to subject, since independent committees often wrote the standards for each area. State standards documents were constantly changing as states updated and revised them as part of educational reform. The newer documents tended to be larger and more comprehensive, and also more inclusive of students with disabilities.

Standards documents also differed greatly in how they dealt with students with disabilities. In the descriptions of what standards are and how they should be implemented, many states never mentioned students with disabilities at all, leaving it unclear as to whether these students were expected to achieve the standards. Some states indicated that all students are expected to meet the standards, but never specified whether "all" truly meant "all" students, including those with disabilities. A small percentage of states clearly wrote that students with disabilities are expected to achieve state standards. Some of these states also noted that accommodations or adaptations

should be made so that students with disabilities can meet the standards. It should be noted here, however, that we cannot neccessarily infer that students with disabilities are not held to standards just because standards documents do not specifically indicate that they are to be included. We know, for example, that all students with disabilities in Kentucky are held to the state standards via their inclusion in the state accountability system (Ysseldyke, Thurlow, Erickson, Gabrys, Haigh, Trimble, & Gong, 1996; Ysseldyke, Thurlow, Erickson, Haigh, Moody, Trimble, & Insko, 1997), yet this is not reflected either in their mentioning students with disabilities in their standards documents or in their listing special educators as being involved in the development of their standards.

Special educators were not well represented in the standards writing or reviewing process. Very few documents listed special educators in their lists of developers. This suggests that the needs of students with disabilities may not have been adequately considered during standards development. Unfortunately, it is difficult to get a clear picture of the extent of special education involvement because many documents either did not list developers at all, or did not list the titles of the participating developers.

States generally did a good job covering a wide range of areas in their standards documents, as measured according to the NCEO outcomes domains. Even if each subject area covered a limited number of outcomes, when we look at state standards across subject areas, most states cover a wide range of outcomes. The lowest representation was in the Satisfaction outcome. Few states indicated in their standards documents that students should be satisfied with their educational experiences. The Accommodation and Adaptation outcome also had relatively low representation in state standards documents. A limited number of states specifically wrote that students should be able to access and use appropriate accommodations or adaptations in order to achieve standards. This is of particular concern when states indicate that standards apply to all students, but do not state that students should be able to use accommodations and adaptations to reach the standards. Students with disabilities may have difficulty reaching standards in the same way or at the same level, but with appropriate accommodations and adaptations, they may be able to work toward and reach the same standards as their peers.

Recommendations

Several recommendations are suggested for improved practice in the development and revision of standards. These are based both on what we found to be practiced in some states and what we know is in alignment with assumptions about inclusive approaches to accountability.

- Standards should apply to all students, including those with disabilities. All students

should have the same opportunities to work toward a wide range of standards. Documents should clearly state that standards apply to all students and that the term "all" applies to students with disabilities.

- Standards documents should call for accommodations to make sure that all students are able to reach the standards. Some students may not be able to reach the standards in the same way or at the same level as their peers, but they should be allowed accommodations so they can work toward the same standards. Several states even include special sections in their standards documents about how to make accommodations for students with disabilities.

- Using the NCEO model encourages people to think of standards in a broader sense. Instead of focusing only on functional literacy in core academic subject areas, standards developers look at student success in terms of non-academic outcomes such as presence and participation, contribution and citizenship, and personal and social adjustment. The broad focus of the NCEO model makes it easier to apply standards to all students, including those with disabilities.

- Special educators should be involved in standards development. If standards are to apply to all students, they should be written with all students in mind, including those with disabilities.

- If special educators are included in standards development, their titles should be included in the list of standards developers. If teachers know that special educators were involved in writing or reviewing standards, they may be more likely to hold their students with disabilities to those standards.

Including students with disabilities in standards-setting and revision processes is a key element to their ultimate inclusion in the broader accountability system. Until we are accountable for the learning of all students, standards have little meaning for the accountability system as a whole.

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Appendix A

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Florida

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**The 1996 Sunshine State Standards documents are being used as the current standards documents for Florida. Florida has also published standards in alignment with Goals 2000. In addition, Disability Research Systems published another document outlining modifications to Goal 3 (student performance standards) for students with disabilities. Those two documents are not included in this review.

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Kansas State Board of Education (1995). *Kansas Quality Performance Accreditation: A Dynamic, Changing Plan for Living, Learning and Working in an International Community.*

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***Note: we did not use any guidelines documents

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*note: goals (1-4) are standards that "students will demonstrate within and integrate *across all content areas.*"

Montana

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Nevada

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Nevada Department of Education (date?) *Nevada Secondary Course of Study.* (Includes arts/humanities, computer education, english, health, mathematics, physical education, science, social studies, art, communicative arts, driver education, foreign languages, music, social studies). 1995 update includes computer education, physical education, 1994 update includes health, science, mathematics,

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Vermont

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Appendix B

Inclusion of Students with Disabilities in Standards Documents and Involvement of Special Educators in Standards Development

Inclusion of Students with Disabilities in Standards Documents and Involvement of Special Educators in Standards Development

STATE	DOCUMENT	SPECIAL EDUCATORS		INCLUSION OF STUDENTS WITH DISABILITIES					
		Yes	No	No Mention	Separate standards	Some students	"All" students	Includes students w/disabilities	Calls for accommodations
Alabama	**Alabama Course of Study:**								
	Mathematics		X	X					
	Science	X					X		
	English Language Arts	X		X					
	Social Studies		X				X		
	Health Education		X	X					
	Physical Education	X							X
	Foreign Languages		X			X			
	Visual Arts Education		X	X					
	Music Education		X				X		
Alaska	**Alaska Standards:**								
	English/Language arts		X	X					
	Mathematics		X	X					
	Science		X	X					
	Geography		X	X					
	Government and Citizenship		X	X					
	History		X	X					
	Skills for a Healthy Life		X	X					
	Arts		X	X					
	World Languages		X	X					
	Technology		X	X					
Arizona	**Arizona Standards:**								
	Language Arts		X	X					
	Mathematics		X	X					
	Health Education		X	X					
	Physical Activity		X	X					
	Science		X	X					
	Workplace Skills		X	X					
	The Arts		X	X					
	Foreign Language		X	X					
	Technology		X	X					
Arkansas	**Curriculum Frameworks:**								
	English Language Arts		X	X					
	Foreign Language		X	X					
	Reading		X	X					
	Science		X				X		
	Social Studies		X	X					
	Mathematics		X	X					
Colorado	**Model Content Standards:**								
	Geography		X	X					
	Mathematics		X				X		
	Science		X				X		
	History		X				X		
	Reading and Writing		X				X		
	Inclusion of Students with Disabilities in Assessments Content Standards		X						X
	Standards Based Education- Insuring That All Students are Part of the Action	X							
Connecticut	**Common Core of Learning**		X	X					
	Statewide Education Goals		X	X					
Delaware	**Curriculum Framework Content Standards:**								
	English language arts		X						X
	Mathematics		X						X
	Science		X						X
	Social Studies	X							X
Florida	**Sunshine State Standards:**								
	Language arts		X	X					
	Social Studies		X	X					
	Mathematics		X	X					
	Science		X	X					
	Foreign Languages		X	X					
	Health and Physical Education		X	X					
	The Arts		X	X					
Georgia	**Quality Core Curriculum:**								
	Dance		X				X		
	Drama		X				X		
	English Language Arts		X				X		
	Foreign Language		X				X		
	Health and Safety		X				X		
	Mathematics		X				X		
	Music		X				X		
	Physical Education		X				X		
	Visual Arts		X				X		
	Science		X				X		
	Social Studies		X				X		
	Vocational Education		X				X		
Hawaii	**HI Performance Standards:**								
	Language Arts		X	X					
	Mathematics		X	X					
	Science		X	X					
	Social Studies		X	X					
	Fine Arts		X	X					
	Health and Fitness		X	X					
	World Languages		X	X					
	Home and Work Skills		X	X					

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Inclusion of Students with Disabilities in Standards Documents and Involvement of Special Educators in Standards Development (continued)

STATE	DOCUMENT	SPECIAL EDUCATORS		INCLUSION OF STUDENTS WITH DISABILITIES					
		Yes	No	No Mention	Separate standards	Some students	"All" students	Includes students w/disabilities	Calls for accommodations
Idaho	**Content Guide and Framework:**								
	Physical Education		X						X
	Mathematics		X					X	
	English Language Arts		X						X
	Science		X				X		
	Health Education		X					X	
	Social Studies		X					X	
	Fine Arts		X					X	
	Humanities		X				X		
	Foreign Languages		X				X		
Illinois	**Illinois Academic Standards:**								
	English Language Arts		X	X					
	Mathematics		X	X					
	Science		X	X					
	Social Studies		X	X					
	Physical Development & Health		X	X					
	Fine Arts		X	X					
	Foreign Languages		X	X					
Indiana	**Proficiency Guieds:**								
	English/Language Arts		X	X					
	Social Studies		X	X					
	Science		X				X		
	Mathematics		X				X		
Kansas	**KS Curricular Standards:**								
	Science		X				X		
	Visual Arts		X						X
	Mathematics		X				X		
	Communications		X				X		
	Social Studies		X	X					
	KS Quality Performance Accreditation (applies to all areas)		X				X		
Kentucky	**KY's Learning Goals**		X	X					
Louisiana	**Content Standards:**								
	Social Studies		X	X					
	Mathematics		X	X					
	English		X	X					
	The Arts		X	X					
	Science		X	X					
	Foreign Language		X	X					
	Foundation Skills (applies to all areas)		X				X		
Maine	**Common Core of Learning**	X							X
	Learning Results:								
	English Language Arts		X						X
	Foreign Languages		X						X
	Social Studies		X						X
	Visual and Performing Arts		X						X
	Science and Technology		X						X
	Health and Physical Education		X						X
	Mathematics		X						X
	Career Preparation		X						X
	Guiding Principles		X						
	Learning Results (both apply to all areas)		X						X
Maryland	**Outcomes Models:**								
	Writing/Language Usage		X	X					
	Reading		X	X					
	Mathematics		X	X					
	Social Studies		X	X					
	Science		X	X					
Massachusetts	**Common Core of Learning**	X					X		
	Curriculum Frameworks:								
	World Languages		X						X
	Science and Technology		X					X	
	Health		X						X
	English Language Arts		X				X		
	Mathematics		X					X	
	Arts		X						X
	The Common Chapters (applies to all)		X						X
Michigan (regular ed.)	**Content Standards:**								
	English Language Arts		X					X	
	Mathematics		X					X	
	Science		X					X	
	Social Studies		X					X	
	Arts Education		X					X	
	Career and employability skills		X					X	
	Health Education		X					X	
	Life Management Education		X					X	
	Physical Education		X					X	
	Technology		X					X	
	World Languages		X					X	
Michigan (Special Ed.)	**Program Outcomes Guide:**								
	Hearing Impairment	X			X				
	Visual Impairment	X			X				
	Learning Disabilities	X			X				
	Severe Mental Impairment	X			X				
	Speech and Lang. Impairment	X			X				
	Educable Mental Impairment	X			X				
Minnesota	**High Standards in the Profile of Learning**		X				X		

Inclusion of Students with Disabilities in Standards Documents and Involvement of Special Educators in Standards Development (continued)

STATE	DOCUMENT	SPECIAL EDUCATORS		INCLUSION OF STUDENTS WITH DISABILITIES					
		Yes	No	No Mention	Separate standards	Some students	"All" students	Includes students w/disabilities	Calls for accommodations
Mississippi	**Frameworks:**								
	Fine Arts		X	X					
	Business and Technology		X				X		
	Language Arts		X	X					
	Science		X				X		
	Curriculum Structures:								
	Social Studies		X	X					
	Mathematics		X				X		
Missouri	**Show-Me Standards**		X				X		
Montana	**Model Learner Goals:**								
	Communication Arts		X	X					
	Fine Arts		X	X					
	Health Enhancement		X	X					
	Mathematics		X	X					
	Science		X	X					
	Social Studies		X	X					
	Vocational/practical Arts		X	X					
	Library/media		X	X					
	Guidance		X	X					
Nebraska	**NE Standards:**								
	Reading/writing		X				X		
	Mathematics		X				X		
	Social Studies		X				X		
	Science		X				X		
	General Education		X				X		
Nevada	**Course of Study:**								
	Reading (elem.)		X	X					
	Language Arts (elem.)		X	X					
	Social Studies		X	X					
	Mathematics		X				X		
	Science		X				X		
	Art		X			X			
	Music		X	X					
	Health		X	X					
	Physical Education		X					X	
	Computer Literacy		X				X		
	Technology		X				X		
	Career and occupational guidance		X				X		
	Arts/humanities (sec.)		X	X					
	English (sec.)		X	X					
	Communicative Arts (sec.)		X			X			
	Drivers Education (sec.)		X			X			
	Foreign Languages (sec.)		X	X					
New Hampshire	**NHEIAP:**								
	English Language Arts		X	X					
	Mathematics		X	X					
	Science		X	X					
	Social Studies		X	X					
New Jersey	**NJ Content Standards:**								
	Visual and Performing Arts		X					X	
	Comprehensive Health and PE		X					X	
	Language arts and Literacy		X					X	
	Mathematics		X					X	
	Science		X					X	
	Social Studies		X					X	
	World Languages		X					X	
	Workplace readiness		X					X	
New Mexico	**Standards for Excellence**		X					X	
	Competency Frameworks:								
	Art Education		X					X	
	Health Education		X					X	
	Interscholastic Education		X				X		
	Language Arts		X				X		
	Employability/Life Skills		X				X		
	Mathematics		X				X		
	Modern and Classical Language		X				X		
	Music Education		X				X		
	Physical Education		X				X		
	Science Education		X				X		
	Social Studies Education		X				X		
New York	**Learning Standards:**								
	English Language Arts		X						X
	The Arts		X						X
	Career Development		X						X
	Health, PE and Home Economics		X						X
	Social Studies		X						X
	Languages other than English		X						X
	Math, Science & Technology		X						X
North Carolina	**Standard Course of Study:**								
	Arts Education		X						X
	Guidance		X						X
	Healthful Living		X						X
	Information Skills		X						X
	Computer Skills		X						X
	Mathematics		X						X
	Science		X						X
	Second Language Studies		X						X
	Social Studies		X						X
	Vocational Education		X						X

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Inclusion of Students with Disabilities in Standards Documents and Involvement of Special Educators in Standards Development (continued)

STATE	DOCUMENT	SPECIAL EDUCATORS		INCLUSION OF STUDENTS WITH DISABILITIES					
		Yes	No	No Mention	Separate standards	Some students	"All" students	Includes students w/disabilities	Calls for accommodations
North Dakota	**Curriculum Frameworks:**								
	English Language Arts		X				X		
	Library Media		X				X		
	Mathematics		X					X	
	Science		X				X		
	Social Studies		X				X		
	Arts Education		X					X	
	Business Education		X						
	Foreign Language		X				X		
	Health		X				X		
	Physical Education		X				X		
Ohio	**Model Competency-Based Program:**								
	Arts Education	X					X		
	Social Studies	X					X		
	Foreign Languages	X					X		
	Mathematics		X				X		
	Language Arts		X	X					
Oklahoma	**Academic Student Skills:**								
	Language Arts		X				X		
	Math		X				X		
	Science		X				X		
	Social Studies		X				X		
	The Arts		X				X		
	Languages		X				X		
	Instructional Technology		X				X		
	Health/Safety and Physical Ed		X				X		
	Technology Education		X				X		
	Information Skills		X				X		
Oregon	**Common Curriculum Goals**		X	X					
	Certificate of Initial Mastery		X				X		
Pennsylvania	**Student Learning Outcomes:**								
	Communications		X						X
	Mathematics		X						X
	Science and Technology		X						X
	Environment and Ecology		X						X
	Citizenship		X						X
	Arts and Humanities		X						X
	Career Education and Work		X						X
	Wellness and Fitness		X						X
	Home Economics		X						X
Rhode Island	**Common Core of Learning** (applies to all)						X		
	Frameworks:						X		
	English Language Arts	X					X		
	Health Education		X						X
	Science		X						X
	Mathematics	X							
South Carolina	**Curriculum Frameworks:**								
	Mathematics		X				X		
	Language Arts		X				X		
	Visual and Performing Arts		X					X	
	Science		X				X		
	Foreign Language		X				X		
South Dakota	**SD Content Standards:**								
	Communications		X				X		
	Fine Arts		X				X		
	Health		X				X		
	Mathematics		X				X		
	Science		X				X		
	Social Studies		X				X		
	World Languages		X				X		
Tennessee	**Curriculum Frameworks:**								
	English Language Arts		X				X		
	Foreign Languages		X				X		
	Lifetime Wellness		X	X					
	Mathematics		X	X					X
	Physical Education		X				X		
	Science		X						
	Social Studies		X	X					
	Driver and Traffic Safety Ed		X			X			
Texas	**Essential Elements:**								
	English Language Arts		X	X					
	Other Languages		X	X					
	Mathematics		X	X					
	Science		X	X					
	Health		X	X					
	Physical Education		X	X					
	Fine Arts		X	X					
	Social Studies		X	X					
	Texas and United States History		X	X					
	Economics		X	X					
	Business Education		X	X					
	Vocational Education		X	X					
	Computer Literacy		X	X					

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Inclusion of Students with Disabilities in Standards Documents and Involvement of Special Educators in Standards Development (continued)

STATE	DOCUMENT	SPECIAL EDUCATORS		INCLUSION OF STUDENTS WITH DISABILITIES					
		Yes	No	No Mention	Separate standards	Some students	"All" students	Includes students w/disabilities	Calls for accommodations
Utah	**Core Curriculum:**								
	Visual Arts		X						X
	Language Arts		X						X
	Music		X						X
	Science		X						X
	Responsible Healthy Lifestyles		X						X
	Mathematics		X						X
	Social Studies		X						X
	Library Media		X						X
	Information Technology		X						X
Vermont	**Vermont's Framework**		X				X		
	Common Core of Learning		X				X		
Virginia	**Standards of Learning:**								
	Science		X	X					
	Mathematics		X	X					
	History and Social Studies		X				X		
	English		X	X					
Washington	**Essential Academic Learning Requirements:**								
	Reading		X	X					
	Writing		X	X					
	Comunication		X	X					
	Mathematics		X	X					
	Science		X					X	
	Social Studies		X				X		
	Arts		X				X		
	Health and Fitness		X				X		
W. Virginia	**Programs of Study:**								
	Safety		X				X		
	Art		X				X		
	Driver Education		X				X		
	English Language Arts		X				X		
	Foreign Language		X				X		
	Health		X				X		
	Mathematics		X				X		
	Music		X				X		
	Physical Education		X				X		
	Science		X				X		
	Social Studies		X				X		
Wisconsin	**Content and Performance Standards:**								
	Mathematics		X				X		
	Science		X				X		
	English Language Arts		X				X		
	Social Studies		X				X		
	Dance		X				X		
	Music		X				X		
	Theatre		X				X		
	Visual Arts		X				X		
	Family and Consumer Ed.		X				X		
	Foreign Language		X				X		
	Health Education		X				X		
	Physical Education		X				X		

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Appendix C

Breadth of Standards Across NCEO's Outcome Domains

Breadth of Standards Across NCEO's Outcome Domains

STATE	DOCUMENT	BREADTH OF STANDARDS (NCEO OUTCOME DOMAINS)							
		Presence & participation	Accommodation & adaptation	Physical health	Responsibility & independence	Contribution & citizenship	Academic & functional literacy	Personal & social adjustment	Satisfaction
Alabama	**Alabama Course of Study:**						X		
	Mathematics						X		
	Science	X		X		X	X		
	English Language Arts	X	X		X		X	X	
	Social Studies				X	X	X	X	
	Health Education	X		X	X	X	X	X	
	Physical Education	X		X	X	X	X	X	
	Foreign Languages						X		
	Visual Arts Education	X		X	X		X	X	X
	Music Education						X		
Alaska	**Alaska Standards:**						X		
	English/Language arts						X		
	Mathematics			X			X	X	
	Science	X				X	X		
	Geography				X		X		
	Government and Citizenship				X	X	X	X	
	History					X	X		
	Skills for a Healthy Life	X		X	X	X	X	X	
	Arts						X	X	
	World Languages	X					X	X	
	Technology	X			X	X	X		
Arizona	**Arizona Standards:**						X		
	Language Arts						X		
	Mathematics						X		
	Health Education			X	X		X	X	
	Physical Activity	X		X	X	X	X	X	
	Science	X		X			X	X	
	Workplace Skills	X	X	X	X	X	X	X	
	The Arts	X					X	X	
	Foreign Language	X			X		X	X	
	Technology	X				X	X		
Arkansas	**Curriculum Frameworks:**								
	English Language Arts	X			X		X	X	
	Foreign Language	X					X	X	
	Reading	X			X		X	X	
	Science	X					X		
	Social Studies	X			X	X	X	X	
	Mathematics						X		
Colorado	**Model Content Standards:**								
	Geography						X		
	Mathematics						X	X	
	Science						X		
	History					X	X	X	
	Reading and Writing		X				X		
	Inclusion of Students with Disabilities in Assessments Content Standards								
	Standards Based Education-Insuring That All Students are Part of the Action	X	X	X	X		X	X	
Connecticut	**Common Core of Learning**	X		X	X	X	X	X	
	Statewide Education Goals	X		X	X	X	X	X	
Delaware	**Curriculum Framework Content Standards:**								
	English language arts	X					X		
	Mathematics	X			X		X		
	Science	X					X		
	Social Studies	X				X	X	X	
Florida	**Sunshine State Standards:**								
	Language arts						X		
	Social Studies					X	X		
	Mathematics						X		
	Science						X		
	Foreign Languages						X	X	
	Health and Physical Education		X	X			X	X	
	The Arts			X			X	X	
Georgia	**Quality Core Curriculum:**								
	Dance			X	X		X		
	Drama	X			X		X	X	
	English Language Arts		X		X		X		
	Foreign Language						X		
	Health and Safety	X		X			X	X	
	Mathematics						X		
	Music						X		
	Physical Education		X				X		
	Visual Arts						X		
	Science						X		
	Social Studies					X	X		
	Vocational Education						X		
Hawaii	**Hi Performance Standards:**								
	Language Arts		X		X		X	X	
	Mathematics						X		
	Science				X	X	X	X	
	Social Studies				X	X	X	X	
	Fine Arts						X		
	Health and Fitness	X		X		X	X	X	
	World Languages						X	X	
	Home and Work Skills	X		X	X		X	X	

Breadth of Standards Across NCEO's Outcome Domains (continued)

STATE	DOCUMENT	BREADTH OF STANDARDS (NCEO OUTCOME DOMAINS)							
		Presence & participation	Accommodation & adaptation	Physical health	Responsibility & independence	Contribution & citizenship	Academic & functional literacy	Personal & social adjustment	Satisfaction
Idaho	**Content Guide and Framework:**								
	Physical Education	X		X	X	X	X	X	
	Mathematics	X			X	X	X	X	
	English Language Arts	X			X	X	X	X	
	Science	X			X	X	X	X	
	Health Education	X		X	X	X	X		
	Social Studies	X			X	X	X		
	Fine Arts	X			X	X	X		
	Humanities						X		
	Foreign Languages	X					X		
Illinois	**Illinois Academic Standards:**								
	English Language Arts						X		
	Mathematics						X		
	Science						X		
	Social Studies						X		
	Physical Development & Health			X			X		
	Fine Arts						X		
	Foreign Languages						X		
Indiana	**Proficiency Guide:**								
	English/Language Arts	X					X	X	
	Social Studies	X		X	X	X	X	X	
	Science			X			X	X	
	Mathematics	X					X	X	
Kansas	**KS Curricular Standards:**								
	Science	X		X	X		X	X	
	Visual Arts						X		
	Mathematics						X	X	
	Communications						X	X	
	Social Studies	X				X	X	X	
	KS Quality Performance Accreditation (applies to all areas)	X		X	X	X	X	X	X
Kentucky	**KY's Learning Goals**	X	X	X	X	X	X	X	
Louisiana	**Content Standards:**								
	Social Studies					X	X		
	Mathematics						X		
	English	X					X		
	The Arts	X			X		X	X	
	Science	X			X	X	X		
	Foreign Language	X			X	X	X	X	
	Foundation Skills (applies to all areas)		X			X	X		
Maine	**Common Core of Learning**		X	X	X	X	X	X	
	Learning Results:								
	English Language Arts		X				X		
	Foreign Languages	X					X	X	
	Social Studies	X			X	X	X	X	
	Visual and Performing Arts	X		X	X		X	X	
	Science and Technology						X	X	
	Health and Physical Education	X		X	X	X	X	X	
	Mathematics		X				X		
	Career Preparation			X	X	X	X	X	
	Guiding Principles	X		X	X	X	X	X	
	Learning Results (both apply to all areas)			X	X		X	X	
Maryland	**Outcomes Models:**								
	Writing/Language Usage						X		
	Reading						X		
	Mathematics						X		
	Social Studies				X	X	X	X	
	Science						X	X	
Massachusetts	**Common Core of Learning**	X		X	X	X	X	X	
	Curriculum Frameworks:								
	World Languages	X					X	X	
	Science and Technology	X					X		
	Health	X		X	X	X	X	X	
	English Language Arts		X			X	X	X	
	Mathematics	X					X	X	
	Arts	X		X		X	X	X	
	The Common Chapters (applies to all)	X	X				X		
Michigan (regular ed.)	**Content Standards:**								
	English Language Arts					X	X	X	
	Mathematics						X		
	Science						X	X	
	Social Studies				X	X	X	X	
	Arts Education						X	X	
	Career and employability skills	X			X		X	X	
	Health Education			X	X		X	X	
	Life Management Education			X	X	X	X	X	
	Physical Education			X			X		
	Technology						X		
	World Languages						X	X	
Michigan (Special Ed.)	**Program Outcomes Guide:**								
	Hearing Impairment	X	X	X	X		X	X	
	Visual Impairment	X	X	X	X		X	X	
	Learning Disabilities	X	X		X		X	X	
	Severe Mental Impairment	X		X	X		X	X	
	Speech and Lang. Impairment		X				X	X	
	Educable Mental Impairment	X		X	X	X	X	X	
Minnesota	**High Standards in the Profile of**	X		X	X	X	X	X	

Breadth of Standards Across NCEO's Outcome Domains (continued)

STATE	DOCUMENT	BREADTH OF STANDARDS (NCEO OUTCOME DOMAINS)							
		Presence & participation	Accommodation & adaptation	Physical health	Responsibility & independence	Contribution & citizenship	Academic & functional literacy	Personal & social adjustment	Satisfaction
Mississippi	**Frameworks:**								
	Fine Arts			X			X	X	
	Business and Technology	X			X		X	X	
	Language Arts				X		X	X	
	Science			X			X		
	Curriculum Structures:								
	Social Studies					X	X	X	
	Mathematics						X		
Missouri	**Show-Me Standards**	X		X	X	X	X	X	
Montana	**Model Learner Goals:**								
	Communication Arts						X	X	
	Fine Arts						X		X
	Health Enhancement	X		X	X		X	X	
	Mathematics						X		
	Science	X		X		X	X	X	
	Social Studies	X		X	X	X	X	X	
	Vocational/practical Arts						X		
	Library/media					X	X		
	Guidance	X	X		X		X	X	
Nebraska	**NE Standards:**								
	Reading/writing	X					X		
	Mathematics						X		
	Social Studies				X	X	X	X	
	Science						X		
	General Education	X		X	X	X	X	X	
Nevada	**Course of Study:**								
	Reading (elem.)						X		
	Language Arts (elem.)	X			X		X	X	
	Social Studies	X			X	X	X	X	
	Mathematics	X			X		X	X	
	Science	X		X	X		X	X	
	Art	X		X			X		
	Music	X					X		
	Health	X		X	X	X	X	X	
	Physical Education	X		X		X	X	X	
	Computer Literacy	X			X		X		
	Technology						X		
	Career and occupational guidance	X		X	X		X	X	
	Arts/humanities (sec.)	X					X	X	
	English (sec.)	X					X		
	Communicative Arts (sec.)	X					X	X	
	Drivers Education (sec.)			X	X		X		
	Foreign Languages (sec.)						X		
New Hampshire	**NHEIAP:**								
	English Language Arts	X			X		X	X	
	Mathematics				X		X	X	
	Science			X			X	X	
	Social Studies					X	X		
New Jersey	**NJ Content Standards:**								
	Visual and Performing Arts						X		
	Comprehensive Health and PE			X			X	X	
	Language arts and Literacy		X				X		
	Mathematics	X			X		X		
	Science			X			X		
	Social Studies				X	X	X	X	
	World Languages	X					X		
	Workplace readiness	X		X	X		X	X	
New Mexico	**Standards for Excellence**	X	X	X	X	X	X	X	
	Competency Frameworks:								
	Art Education	X		X			X	X	
	Health Education	X		X	X	X	X	X	
	Interscholastic Education			X	X		X	X	
	Language Arts						X	X	
	Employability/Life Skills	X			X		X	X	
	Mathematics						X	X	
	Modern and Classical Language						X	X	
	Music Education	X					X	X	
	Physical Education	X		X	X		X	X	
	Science Education	X		X	X	X	X		
	Social Studies Education				X	X	X	X	
New York	**Learning Standards:**								
	English Language Arts						X	X	
	The Arts	X			X		X	X	
	Career Development	X			X		X	X	
	Health, PE and Home Economics	X		X	X	X	X	X	
	Social Studies	X			X	X	X	X	
	Languages other than English						X	X	
	Math, Science & Technology						X	X	
North Carolina	**Standard Course of Study:**								
	Arts Education	X					X		
	Guidance				X	X	X	X	
	Healthful Living			X	X		X	X	
	Information Skills						X	X	
	Computer Skills					X	X		
	Mathematics						X	X	
	Science				X		X		
	Second Language Studies						X	X	
	Social Studies					X	X	X	
	Vocational Education	X		X		X	X	X	

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Breadth of Standards Across NCEO's Outcome Domains (continued)

STATE	DOCUMENT	BREADTH OF STANDARDS (NCEO OUTCOME DOMAINS)							
		Presence & participation	Accommodation & adaptation	Physical health	Responsibility & independence	Contribution & citizenship	Academic & functional literacy	Personal & social adjustment	Satisfaction
North Dakota	**Curriculum Frameworks:**								
	English Language Arts				X		X	X	
	Library Media	X					X	X	
	Mathematics				X	X	X	X	
	Science	X					X	X	
	Social Studies				X	X	X	X	
	Arts Education	X			X	X	X	X	
	Business Education	X	X	X			X	X	
	Foreign Language	X			X	X	X	X	
	Health			X	X		X	X	
	Physical Education	X		X		X	X	X	
Ohio	**Model Competency-Based Program:**						X	X	
	Arts Education								
	Social Studies						X	X	
	Foreign Languages	X			X	X	X	X	
	Mathematics					X	X	X	
	Language Arts	X	X				X		
Oklahoma	**Academic Student Skills:**				X		X	X	
	Language Arts								
	Math						X		
	Science						X	X	
	Social Studies			X			X		
	The Arts				X	X	X	X	
	Languages						X		
	Instructional Technology	X					X		
	Health/Safety and Physical Ed					X	X		
	Technology Education	X	X	X	X	X	X	X	
	Information Skills			X			X	X	
Oregon	**Common Curriculum Goals**						X	X	
	Certificate of Initial Mastery	X	X	X		X	X	X	
Pennsylvania	**Student Learning Outcomes:**			X	X	X	X	X	
	Communications								
	Mathematics		X						
	Science and Technology		X				X		
	Environment and Ecology		X				X		
	Citizenship		X				X		
	Arts and Humanities		X				X		
	Career Education and Work		X				X	X	
	Wellness and Fitness		X				X		
	Home Economics		X				X		
Rhode Island	**Common Core of Learning (appl**	X	X		X		X	X	
	Frameworks:			X		X	X		
	English Language Arts	X						X	
	Health Education	X			X				
	Science			X	X	X	X	X	
	Mathematics						X	X	
South Carolina	**Curriculum Frameworks:**						X	X	
	Mathematics								
	Language Arts						X	X	
	Visual and Performing Arts	X					X		
	Science	X					X	X	X
	Foreign Language	X				X	X		
South Dakota	**SD Content Standards:**						X	X	
	Communications								
	Fine Arts						X		
	Health						X		
	Mathematics	X		X	X		X	X	
	Science	X			X		X	X	
	Social Studies				X		X		
	World Languages				X	X	X		
Tennessee	**Curriculum Frameworks:**						X	X	
	English Language Arts	X							
	Foreign Languages	X			X		X	X	
	Lifetime Wellness						X	X	
	Mathematics			X	X		X	X	
	Physical Education						X		
	Science	X		X		X	X		
	Social Studies			X					
	Driver and Traffic Safety Ed			X	X	X	X	X	
Texas	**Essential Elements:**			X	X	X	X	X	
	English Language Arts								
	Other Languages						X	X	
	Mathematics						X	X	
	Science	X			X		X		
	Health			X	X		X		
	Physical Education			X	X	X	X	X	
	Fine Arts	X		X			X		
	Social Studies						X	X	
	Texas and United States History			X	X	X	X	X	
	Economics						X		
	Business Education	X			X		X		
	Vocational Education	X		X	X		X	X	
	Computer Literacy	X				X	X		

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Breadth of Standards Across NCEO's Outcome Domains (continued)

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		Presence & participation	Accommodation & adaptation	Physical health	Responsibility & independence	Contribution & citizenship	Academic & functional literacy	Personal & social adjustment	Satisfaction
Utah	**Core Curriculum:**								
	Visual Arts	X					X		
	Language Arts	X					X	X	
	Music	X					X		
	Science	X		X	X		X		
	Responsible Healthy Lifestyles			X	X	X	X	X	
	Mathematics	X					X	X	
	Social Studies					X	X	X	
	Library Media	X					X	X	
	Information Technology	X			X	X	X	X	
Vermont	**Vermont's Framework**	X	X	X	X		X	X	
	Common Core of Learning	X		X	X	X	X	X	
Virginia	**Standards of Learning:**								
	Science			X			X		
	Mathematics						X		
	History and Social Studies				X	X	X	X	
	English	X					X	X	
Washington	**Essential Academic Learning Requirements:**								
	Reading	X			X		X	X	
	Writing	X					X		
	Comunication	X					X	X	
	Mathematics	X				X	X		
	Science	X					X		
	Social Studies	X					X	X	
	Arts	X				X	X		
	Health and Fitness			X			X	X	
W. Virginia	**Programs of Study:**								
	Safety	X		X	X	X	X	X	
	Art	X	X	X	X	X	X	X	
	Driver Education	X		X	X	X	X	X	
	English Language Arts	X					X	X	
	Foreign Language	X			X		X	X	
	Health			X	X		X	X	
	Mathematics	X					X	X	
	Music						X	X	
	Physical Education	X		X		X	X		
	Science	X		X		X	X	X	
	Social Studies	X			X	X	X	X	
Wisconsin	**Content and Performance Standards:**								
	Mathematics	X		X		X	X	X	
	Science	X					X	X	
	English Language Arts	X			X	X	X	X	
	Social Studies			X			X	X	
	Dance						X	X	
	Music				X		X		
	Theatre				X		X	X	
	Visual Arts				X	X	X		
	Family and Consumer Ed.				X		X	X	
	Foreign Language	X			X	X	X	X	
	Health Education	X		X	X		X	X	
	Physical Education	X	X	X	X		X	X	

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